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ABSTRACT

By December of the 1992-93 school year, 433 children were being served by the Chapter 1 Prekindergarten Program of the Saginaw, Michigan school district. A process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The process evaluation consisted of a half-day classroom observation in 14 classrooms. An activity checklist and observation instrument were used to determine whether cognitive, psychomotor, parent participation, and education activities were being carried out and to explore classroom practices and teacher behaviors for encouraging pupils' language behavior. Observations revealed that: (1) activities to meet the program's daily objectives took place in all classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were posted on objects throughout the classrooms to assist in word recognition; and (4) teachers used language production and enhancement techniques. Overall, the program was operating as planned. Suggestions for improving some areas of the program are offered. Appendixes include a list of program participants, copies of the activity checklist and observation instrument, and a table listing teachers' use of language production and enhancement techniques. (MM)

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EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1992-93

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

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PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1992-93

An Approved Report of the

Department of Evaluation, Testing, and Research

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December, 1992

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INTRODUCTION

Saginaw's Prekindergarten program is currently in its twenty-third year of operation. The program is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. Most of the children come from the inner city and lack the backgrounds which would provide them with the skills needed to be successful in kindergarten.

By December 3, 1992, 433 children had been screened into the program using the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) which was individually administered.* Any student who received a raw score of 18 or below was selected to participate in the program initially and those scoring higher were granted entry on the basis of need (the next most needy score) at the conclusion of the general screening. This year, the program operated in 13 elementary buildings (Webber Elementary 1.5 full-time equivalent classrooms). The staff consists of a staff supervisor, 14 teachers, 13 teacher aides, and one clerical aide.

The Prekindergarten program has a well established set of procedures that has guided its operation over its past twenty-three years of operation.

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*See Appendix A for a count of participants by building.

PROCESS EVALUATION PROCEDURES

The process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The evaluation results also assist decision makers responsible for the program with information relative to its operation. By reviewing midyear data, it is possible to identify overall program strengths and weaknesses that might influence program outcomes.

This year the process evaluation consisted of a half-day classroom observation in each teacher's classroom. The classroom observations were made to determine if cognitive, psychomotor, and parent participation/education activities proposed by the program were being carried out. In addition, classroom practices and teacher behaviors to encourage language behavior of pupils were explored.

The classroom observations were scheduled for November 23 through December 15, 1992. One of three evaluators conducted each observation using the Chapter 1 Prekindergarten Activity Checklist and Associated Language Observation Instrument (see Appendix B for copy). Evaluators were trained in the use of the checklist/ observation instrument and inserviced over the various components of the prekindergarten program to help ensure consistency of the observations at the various sites.

PRESENTATION AND ANALYSIS OF PROCESS FINDINGS

One entire classroom session for each of the 14 prekindergarten teachers was observed from November 23 through December 15, 1992. Three evaluators were involved in conducting the half-day observations using the Chapter 1 Prekindergarten Activity Observation Checklist and Associated Language Observation Instrument (see Appendix B for a copy). The primary focus of the observation was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the two language observational items related to labels on objects/shelves, and language production/enhancement techniques employed by the preschool teachers.

Each evaluator spent an average of 160.8 minutes observing in each classroom compared to maximum possible of 163. There were between 10 to 20 pupils in attendance per classroom observed with the modal number of children being 14. Eleven of the 14 (78.6%) had one or more parents helping out in the classroom. The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Activities

Table 1 below presents the observational data related to cognitive, psychomotor, and parent participation/education activities by component and objective.

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TABLE 1. NUMBER AND PERCENT OF CLASSROOMS DISPLAYING ACTIVITIES RELATED TO COGNITIVE, PSYCHOMOTOR, AND PARENT PARTICIPATION OBJECTIVES OF THE CHAPTER 1 PROGRAM, NOVEMBER/DECEMBER, 1992

Objective	Activity	Number and Percent of Teachers (N=14) Conducting Each Activity	
		#	%
1	Properties of Object; i.e., shape, color, hardness (five senses)*	14	100.0
2	Social Knowledge (i.e., work roles)	14	100.0
3	Grouping and Regrouping (i.e., classification)*	14	100.0
3A	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]	14	100.0
4	Transitive Relations (i.e., length, height, weight, shades, hardness)	14	100.0
5	Temporal Ordering of Events	13	92.8
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)	14	100.0
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	11	78.6
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	13	92.8
9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	13	92.8
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)*	14	100.0
11	Linear Order (i.e., straight lines, counting)	14	100.0
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)	14	100.0
13	Gross Motor Coordination*	14	100.0
14-16	Record of Parental Participation Being Maintained	14	100.0

*These activities are to take place <u>daily</u> in all classrooms.

As can be seen in Table 1 above, the following points can be made:

- All activities (1, 3, 10, and 13) that were to take place on a daily basis according to the proposal were observed in all 14 (100.0%) classrooms.
- All classrooms (100%) carried out activities during the observations related to objectives 1, 2, 3, 3A, 4, 6, 10, 11, 12, and 13.
- Of the remaining cognitive and psychomotor activities, objectives 5, 7, 8, and 9 had better than 78 percent occurrence with 92.8, 78.6, 92.8, and 92.8 respectively.
- An up-to-date record of parental participation/education in the form of wall charts was observed in all 14 (100.0%) of the teachers' classrooms.

Language Development

The Chapter 1 Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words throughout the classrooms to generate interest in and recognition of words and concepts. The last two items of the observation instrument dealt specifically with these issues. The items and the observational findings related to each are presented below. Following these findings a short discussion will highlight the main conclusions stemming from a review of each.

Findings Related to Language Items.

1A. Are labels posted on objects throughout the classroom?

	Number	Percent
No	0	0.0
Yes	14	100.0

Common Set of 25 Labels Posted	Frequency
• Books	14
• Clock	14
• Door	14
• Lights	14
• Puzzles	14
• Refrigerator	14
• Window	14
• Blocks	13
• Desk	13
• Chairs	13
• Closet	13
• Cupboard	13
• Flag	13
• Sand table	13
• Sink	13
• Work bench	13
• Chalkboard	12
• Heater	12
• Housekeeping	12
• Painting	12
• Table	12
• Bathroom	11
• Record player	11
• Science	10
• Truck	9

Additional Labels Posted	Frequency
• Color poster	7
• Cabinet (file)	6
• Shapes poster	6
• Stove	5
• Calendar	4
• Pencil sharpener	4
• Wall	4
• Rocking chair (rocker)	3
• Homework	2
• Airport	2
• Paper towel	2

- House 2
- Fish tank (acquarium) 2
- Speaker 2
- Shelf (shelves) 2
- Telephone 2
- Each of the following labels were posted in a single classroom: art center, buggy, doll corner, dress up, hoops, paper, art supplies, pictures, piano, parent game, booster chair, time-out chair, high chair, grocery store, milk, snack area, newspaper, carrots, cash register, soup, snack, library, magazine, turkey, Monday, Tuesday, December, garbage pail, outdoors (weather), typewriter, slide, water table, number poster, Summer, Spring, Winter, Fall, Thanksgiving, tree, island, cornucopia, Indian corn, pilgrim, Indian, log cabin, pumpkin, metal cabinet chest, math, village, fire extinguisher, legos, hooks, construction paper, outlet, bus, water table, Indian village, puppets, fire truck, airplane, helicopter, couch potatoe, apples, divider, white, curtain, ceiling, new rug, brown rug, five senses, alphabet, crayons, wash, easel, paint, scissors, coloring table, play dough, soap and bowl, hutch, drawers, dresser, bed, mailboxes, toy box, plastic, train, and ironing board.

1B. If shelves are labelled check the one that best describes this labelling.

	Number	Percent
Picture labels on shelves storing items	2	14.3
Word labels on shelves storing items	5	35.7
Picture and word labels on shelves storing items	7	50.0

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period.

Tables 2 and 3 below present the data by average and lowest/highest number of times respectively for the first five 30-minute blocks of time during the observation period. The sixth block of time was excluded because of variations in length of this last time block. The actual number of times language production/enhancement techniques were employed by site can be found in Appendix C.

TABLE 2. AVERAGE NUMBER OF TIMES TEACHERS EMPLOYED EACH LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period 1st	2nd	3rd	4th	5th	Total For Observation
• Questions						
- Open-Ended	18.7	14.1	16.1	9.7	11.0	69.6
- Closed-Ended	20.0	22.7	23.4	15.8	14.6	96.5
• Restatement of Student Produced Responses						
- Exact Statement	11.4	9.2	9.4	6.6	6.9	43.5
- With Extension	10.4	8.3	11.0	8.4	5.4	43.5
Total						
- Questions	38.7	36.8	39.5	25.5	25.6	166.1
- Restatements	21.8	17.5	20.4	15.0	12.3	87.0

TABLE 3. UNCORRECTED LOWEST AND HIGHEST NUMBER OF TIMES A TEACHER EMPLOYED EACH LANGUAGE PRODUCTION/ ENHANCEMENT TECHNIQUE BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION.

Language Production/ Enhancement Technique	30-Minute Period 1st		2nd		3rd		4th		5th	
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
• Questions										
- Open-Ended	4	61	3	39	0	42	0	40	0	48
- Closed-Ended	7	32	7	56	8	45	3	39	4	27
• Restatement of Student Produced Responses										
- Exact Statement	3	23	0	34	1	16	1	22	0	18
- With Extension	1	43	0	28	1	28	0	45	0	28

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Conclusions Related to the Language Items

A study of the language development data presented above identifies a number of possible major findings. These findings include the following:

- All 14 of the classrooms posted seven of the 25 (28.0%) common labels. These labels were the following: blocks, clock, door, lights, puzzles, refrigerator, and window.

- Half of the classrooms (50.0%) employ both pictures and labels on shelves where various objects are stored for classroom activities.

- Teachers employed a variety of language production/enhancement techniques to encourage children to talk more. Some interesting points relative to these techniques included:

  - Closed-ended questions are used approximately 58% of the time while open-ended questions are used approximately 42% of the time.

  - Restatement with extension accounted for approximately 50% and restatement of the exact statement accounted for the remaining 50% of all restatements of student produced responses by preschool teachers.

  - There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low total of 76 and high total of 520) for complete details, see Appendix C.

SUMMARY

The Chapter 1 Prekindergarten program operated in thirteen buildings. This is the twenty-third year the School District of the City of Saginaw has operated the federally funded Chapter 1 program for "educationally disadvantaged" preschoolers. During the first half of the 1992-93 school year, 433 children were served. Any student whose raw score was 18 or below on a standardized screening test was able to participate in the program.

The process evaluation activities consisted of an on-site half-day classroom observation at all 14 prekindergarten classrooms. The observation instrument focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms.

The observations of the classroom revealed the following: 1) activities to meet the objectives which are supposed to occur daily were taking place in all classrooms; 2) a record of parent participation was being maintained in all 14 of the classroom sites; 3) labels were posted on objects throughout the classrooms to assist in word recognition, however, more work is necessary to maintain the use of the common set of 25 objects; and 4) teachers were employing language production/enhancement techniques but with wide variation in frequency by site.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.

RECOMMENDATIONS

Based upon the results of the on-site classroom observations and a review of the Chapter 1 proposal, the following recommendations are suggested to improve the operation of the Prekindergarten program in the future.

- Purchase the necessary items for the common set of 25 labels for teachers to use to name objects in their rooms so there will be more consistency between sites. A daily inspection by the teacher and/or aide is necessary to maintain the labels throughout the classroom.

- The frequency of exact statement to restatement with extension of students by teacher (50/50) seems good, however, a target of 40/60 would help encourage more language for children. An inservice on how to increase the frequency of restatement of student produced responses with extension may be warranted.

- Parents need to be exposed, as well as, teachers and aides re-exposed to the basics of encouraging oral language production in preschoolers through challenging them in relation to their experience and environment. Listed below are a set of readings in this area that may be useful for parents, teachers, and aides. Copies/reprints of these articles are available upon request from the Department of Testing, Evaluation, and Research and the bibliography at the end of this report gives further details related to each article.

  -- Burke's article entitled "The ABC Snake": A Language Story,

  -- Fuch's paper entitled "Pre-Reading and Reading Skills in Pre-schools: A Preliminary Report,

  -- Genishi's article titled "Children's Language: Learning Words from Experience,"

  -- Koeller's writing called "Challenging Language Experiences: The Project Approach vs. 'Reeling and Writhing,'

  -- Krogh's Chapter 4 in The Integrated Early Childhood Curriculum,

— Lazarus' article called "What Children Know and Teach About Language Competence",

-- Ostrosky and Kaiser's article entitled "Preschool Classroom Enrvironments That Promote Communication," and

-- Schickedanz and Sullivan on "Mom, What Does U-F-F Spell?

APPENDICES

APPENDIX A

PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF DECEMBER 4, 1992.

Elementary Building	Number of Participants
E. Baillie	24
Coulter	28
Emerson	37
Nelle Haley	31
Heavenrich	39
Houghton	37
Jones	28
Longfellow	40
Jessie Loomis	40
Morley	20
Jessie Rouse	33
Salina	17
Webber Elementary	59
TOTAL	433

APPENDIX B

CHAPTER 1 PREKINDERGARTEN ACTIVITY
OBSERVATION CHECKLIST
1992-93

Teacher's Name _____ Observer's Name _____

Aide's Name _____ Date _____

School _____ Length of Observation _____

Number of Preschoolers _____ Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)		

*Refer to ECIA Chapter 1 Prekindergarten Examples of Prekindergarten Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

✓ - Occurred

APPENDIX B

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomine, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to ECIA Chapter 1 Prekindergarten Examples of activities for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

APPENDIX B

ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT
1991-92

1. Are labels posted on objects throughout the classroom?

____ No

____ Yes

If yes, please check those listed.	Others (Please specify)
___ work bench	___ _____
___ puzzles	___ _____
___ flag	___ _____
___ closet	___ _____
___ painting	___ _____
___ chalkboard	___ _____
___ science	___ _____
___ housekeeping	___ _____
___ cupboard	___ _____
___ heater	___ _____
___ table	___ _____
___ truck	___ _____
___ bathroom	___ _____
___ lights	___ _____
___ clock	___ _____
___ sand table	___ _____
___ sink	___ _____
___ record player	___ _____
___ desk	___ _____
___ blocks	___ _____
___ chair	___ _____
___ window	___ _____
___ refrigerator	___ _____
___ door	___ _____
___ books	___ _____

If shelves are labeled check the one that best describes this labeling.

___ picture labels on shelves storing items

___ word labels on shelves storing items

___ picture and word labels on shelves storing items

APPENDIX B

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period. Record the major learning activities during each period.

   A. First 30 minutes:

      Questions -

      Open-ended (thought provoking): _____

      _____

      _____

      _____

      _____

      Closed-ended (right answer): _____

      _____

      _____

      _____

      _____

      Restatements of student produced responses -

      Exact statement: _____

      _____

      _____

      _____

      _____

      With extension: _____

      _____

      _____

      _____

      _____

      Major learning activities: _____

      _____

      _____

      _____

      _____

      _____

APPENDIX B

B. Second 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

C. Third 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

D. Fourth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

E. Fifth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX B

F. Sixth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX B

(Key for Classroom Activity Observation Checklist)

ECIA CHAPTER 1 — PREKINDERGARTEN

Example of Prekindergarten Activities According to Product and Process Objectives

Type of Activity	Activity Examples	
Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Properties of an Object (Shape, color, hardness--using the five senses. Changing shades, measuring weighing.)	-Making apple sauce, soups, cookies, etc. -Smelling and handling Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane	-Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
Objective 2 - Social Knowledge: (World of work and roles of workers)	-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room	-Community workers -School workers -Visiting patrolmen -Postman
Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).	-Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar	-Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
Sub Skill for Objective 3 - Conservation of Number by One-to-One Comparison (gross comparison between collections; comparisons by one-to-one correspondence)	-Collections--rearrangement of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather	-Getting coats -Right boot -Pouring activities

APPENDIX B

(ECIA CHAPTER 1--PREKINDERGARTEN Cont.)

Type of Activity	Activity Examples
Objective 4 - Seriation: Relations Among Transitive Relationships (seriation--comparing and arranging things according to a given dimension by transitive relations)	-Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
Objective 5 - Temporal Ordering: of Three or Four Events (Structuring Time)	-Show and tell -Story--book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
Objective 6 - Expressive Language: Labeling	-Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
Objective 7 - Expressive Language: MLU (Mean Length of Utterance)	-Retelling a story -Expounding child's sentence (i.e., apple--eat apple--I eat apple--I eat an apple
Objective 8 - Expressive Language: Semantics	-Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors
Objective 9 - Expressive Language: Plot Extension	-Completing unfinished sentence -Adding endings to stories -Drawing inferences

APPENDIX B

(ECIA CHAPTER 1--PREKINDERGARTEN Cont.)

Type of Activity	Activity Examples	
Objective 10 - Fine Motor Activities: Eye-Hand Coordination (use of classroom tools and materials--cutting, pasting, tearing)	-Art work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks	-Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats--button and zippers -Clean up time -Finger plays -Using musical instruments
Objective 11 - Topological Relationships Concerning Linear Order (Structure of Space)	-Games--straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose	-Counting days till _____ -Finger plays -Bear hunt -AAA -Ten Little Indians
Objective 12 - Copying of Specific Shapes	-Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing	-Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomime -Exercises
Objective 13 - Gross Motor Coordination: (large body movements, climbing, walking, rolling)	-Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats--tumbling -Play all equipment -Jumping jiminy -Jump roles--forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree	-Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps

APPENDIX C

TABLE C.1. NUMBER OF TIMES CHAPTER 1 TEACHERS EMPLOYED LANGUAGE PRODUCTION/ENHANCEMENT TECHNIQUES BY TIME PERIOD AND TOTAL CLASSROOM OBSERVATION FOR EACH SITE, NOVEMBER/DECEMBER, 1992

Thirty-Minute Period Language Production/ Enhancement Techniques	SITE*													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A - First														
Open Ended	21	20	15	27	20	5	4	13	7	11	28	8	22	61
Closed Ended	18	7	31	33	11	19	14	18	15	10	22	25	32	25
Exact Statement	15	13	7	15	8	6	4	11	3	5	23	4	23	22
With Extension	10	9	15	18	3	7	3	4	1	2	16	3	12	43
B - Second														
Open Ended	15	8	9	7	13	9	7	17	11	3	11	21	27	39
Closed Ended	17	7	28	56	16	12	23	23	13	10	34	26	28	25
Exact Statement	11	6	2	20	8	4	5	7	7	0	9	10	34	6
With Extension	7	7	8	14	4	2	6	2	2	0	8	4	24	28
C - Third														
Open Ended	15	19	20	9	23	15	4	8	18	0	16	13	23	42
Closed Ended	13	28	45	42	17	27	23	19	24	8	18	13	24	27
Exact Statement	7	15	9	10	16	14	3	12	10	1	7	6	13	8
With Extension	6	27	10	16	6	20	4	4	4	1	4	2	22	28
D - Fourth														
Open Ended	10	9	7	0	4	3	1	5	9	0	7	9	32	40
Closed Ended	17	38	17	39	8	11	7	8	17	3	13	14	23	7
Exact Statement	5	12	5	14	3	3	2	3	8	1	8	2	22	5
With Extension	2	8	9	12	2	6	2	2	3	0	1	2	45	23
E - Fifth														
Open Ended	30	4	0	3	10	7	0	8	12	7	4	5	16	48
Closed Ended	16	18	11	27	15	25	15	12	17	8	17	4	13	7
Exact Statement	16	7	0	5	7	8	0	7	8	5	6	2	18	8
With Extension	5	3	2	9	3	9	0	2	3	1	1	2	8	28
TOTAL														
Questions	172	158	183	243	137	133	98	131	143	60	170	138	240	321
Restatements	84	107	67	133	60	79	29	54	49	16	83	37	221	199

*One classroom site per teacher was observed.

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